

## INTEGRATING WORLD ENGLISHES IN ENGLISH-MEDIUM INSTRUCTION: A SYSTEMATIC LITERATURE REVIEW FOR INCLUSIVE PEDAGOGY

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| Article Info  | Abstract   |
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| <b>Article History</b><br>Received: January 2026<br>Revised: February 2026<br>Accepted: March 2026<br>Published: April 2026 | <i>The speedy growth of English-Medium instruction (EMI) in higher education has brought more concern on language equity and inclusion. Following the situation, some challenges concerning on persistent language standard ideology, native-speaker centering, internalization pressure, and and teachers' lack preparation for multi language classroom existed. This study examined how WE is integrated within EMI and identified an insistent void between theory and classroom practice. While current studies progressively concentrate on inclusive and pluralistic approaches, a study on sustained pedagogical integration and its implication of integrating WE into EMI is lacking. Adopting Systemic Literature Review (SLR), 22 articles issued in the year between 2014-2025 were examined. The results indicate that incorporating World Englishes into English Medium Instruction faces challenges related to ideological, institutional, stemming mostly from native-speakerism impact and lack of training support for lecturer. Nonetheless, positive trend is emerging in the acceptance of english variation among teacher and students, especially within intercultural communication setting. The findings bring wider implications for educators and policy makers aiming to connect internationalization objectives with inclusive pedagogies within higher education level like the need for adopting translanguaging strategies, developing context-sensitive curricula, and improving teachers' intercultural competence. This study underlines that incorporating World English into English Medium Instruction goes beyond language proficiency, fostering more comprehensive, fair, and adaptable learning context in higher education globally.</i> |
| <b>Keywords</b><br>World englishes;<br>English medium instruction;<br>Higher education;<br>Inclusive pedagogy;              |  |

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### INTRODUCTION

English as a Medium Instruction (EMI) has been a major issue in global higher education for the last 20 years. The emergence of this pedagogical strategy is a key strategy for globalizing universities, planning to enhance international competitiveness, extending transnational academic collaboration, and strengthening students' skills for communicating in international landscape (Kim et al., 2018; Diezmas & Barrera, 2021; Nagao & Chen, 2025).

The integration of EMI not only offers novel opportunity for learning quality enhancement, but also introduce complex challenges concerning to language ideology, institutional policy, and pedagogical activities (Curle et al., 2024; Fang & Baker, 2021). In nations belong to outer and expanding circle, where English is a second language, the application of EMI exposes substantial linguistic and sociocultural dynamics. In various non-native settings, EMI is influenced by universal competitiveness, international positions, and mobility agendas, which frequently intensify native speaker standards. This dynamic causes pressure between the pluricentric nature of English employment and the normative standards rooted in institutional practices. Mapping this pressure gives a more vivid analytical framework for comprehending the intersections of language ideology, policy, and pedagogy in EMI settings.

The adoption of English as a primary device of instruction is often functioned to uphold institutional notoriety and international mobility. However, practically, it often fails to agree with local realities. For example, Asia and Middle East educational institutions are facing difficulties between globalization demands and the necessities to conserve the identity of national linguistic (Khramchenko, 2025; Zhou et al., 2025; Sukjairungwattana et al., 2024). Research signifies that applying English-Medium Instruction by overlooking human resource preparation worsen the void of academic achievement and social dynamics in universities (Farooq, 2019 ;Ramírez & Angel, 2022; Dong & Han, 2025). A comparable phenomenon can be noticed throughout Europe by applying parallel language policies in countries of Nordic territory. This strategy seeks to manage a balance between the use of English and national languages in academic activities (Hultgren, 2018; Taylor, 2018; Ordunano-cito & Sánchez-García, 2022). Nevertheless, in practice, pressures continue between the internationalization goal and the need to safeguard integrity of local culture. In various settings, EMI policies include not just language options, but social and political activities as well, demanding a multifaceted comprehension (Hopkyns et al., 2025; Fang, 2025). The World Englishes (WE) idea provides a novel framework for grasping diverse English forms and functions globally. This point of view dismisses massive view of English genuineness and highlights the legitimacy of its universal versions emerging from engagements among speakers in various situations (Fang & Baker, 2021; Yuan et al., 2024).

The WE framework reinforces the concept of using English as global lingua franca influenced by multilingual and intercultural activities. WE incorporated into EMI settings can promote greater equity, reflection, and participation in learning contexts (Galloway & Ruegg, 2020). WE-informed pedagogical approaches enable lecturers and students to use their language resources through strategies such as translanguaging, various accents integration, and advancement of culturally adaptive curricula (Nguyen et al., 2025; Tai, 2023). The existing research further show that understanding English pluralism improves effective learning, enthusiasm, and intercultural ability among students (Gu et al., 2024). This study strengthens the current research by reconceptualizing multilingual and multi cultural classroom as rooms of epistemic and communicative plethora rather than sites of language insufficiency. The main focus is no longer how to fix students' English but is shifted to reframing English norms in varied academic circles. However, systematic reviews by Curle et al. (2024) and Macaro et al. (2018) demonstrate that English as a Medium Instruction (EMI) studies continues to be mostly governed by the framework of English as a Native Language (ENL) and native-speakerism concept. Consequently, methods based on World Englishes and English as a Lingua Franca have got inadequate attention. The excessive focus on linguistic results and students' achievement has obscured the ideological, institutional, and pedagogical scopes of EMI application (Ahmed, 2025; Goodman et al., 2024; Xu & Gibbons, 2025).

Hence, the purpose of this study is to conduct a Systemic Literature Review (SLR) covering both empirical and conceptual research regarding the incorporation of World Englishes point of view within EMI in higher education level. This synthesizes findings from

the preceding two decades to frame research trajectory, challenges implementation, and pedagogical suggestions. Particularly, this study pursues information dealing with primary challenges encountered by lecturers and institutions in incorporating World Englishes within EMI in higher education, and the perceptions of the lecturers and students toward pedagogical pertinence of World Englishes in EMI practice, and pedagogical implications of World Englishes integration into teaching activities, material plan, and classroom interaction within the context of EMI. Eventually, this review has significant contribution to the development of a World Englishes-informed EMI pedagogy that fosters linguistic variety and social equity while giving guidance for lecturers and policy makers in proposing modified learning strategies that accommodate local needs with global importunity (Curle et al., 2024; Fang & Baker, 2021; Galloway & Ruegg, 2020).

This study is meant to figure out how preceding researches have incorporated the World Englishes point of view within English-Medium Instruction (EMI) instruction in higher education, and to investigate the influences of the integration within teaching practices, students' and lecturers' perspectives, and institutional policies. Through systemic review of 22 articles published between 2014-2025, most studies have mainly concentrated on the EMI aspects of language and institutional, its deeper ideological aspects and pedagogical implications are underexplored (Fang & Baker, 2021; Galloway & Ruegg, 2020; Qiu et al., 2024).

The core issue of implementing English-Medium Instruction arises from pressures between native-English speakers' ideologies and different language realities in the classroom. Schools frequently struggle with low lecturer training and extrinsic tension forcing from universal standard that diminish linguistics variety. These results emphasizes a void between academic globalization concept and students' local need (Curle et al., 2024; Hammou & Kesbi, 2023). Other research (Goodman et al., 2024; Tai, 2023) strengthen the previous statement by claiming that lecturers' and students' point of view significantly becomes dominant factor toward the success of EMI implementation. While, a number of lecturers reckon nonstandard English varieties as linguistic inadequacies, many students show adaptive behaviour toward distinctive accents and multicultural communication. This discrepancy highlights the need to bolster pedagogical awareness rooted in the World Englishes principles. Moreover, studies from (Akıncioğlu, 2025; Macaro et al., 2018; Muttaqin & Chuang, 2022) demonstrate that the integration of World Englishes and English-Medium Instruction significantly transform teaching method, curriculum plan, and classroom dynamic. World Englishes-based approaches foster the employment of translanguaging, improve intercultural ability, and establish inclusivity and reflectivity of the learning environment that treasure students' linguistic identities. Consequently, this study is designed as Systemic Literature Review (SLR) to address these three research questions emerge from these gaps:

1. What are the main challenges faced by lecturers and institutions in integrating the perspectives of World Englishes into English-Medium Instruction in higher education?
2. What are the lecturers' and students' perceptions toward the pedagogical relevance of World Englishes in EMI classrooms?
3. What are the pedagogical implications of incorporating World Englishes into teaching activities, material plan, and classroom interaction within EMI contexts?

## **RESEARCH METHOD**

### **Research Design**

This research applied the Systematic Literature Review (SLR) approach to investigate, assess, and synthesize prior studies regarding the application of World Englishes (WE) within English as a Medium Instruction in higher education contexts. This approach was chosen to offer an extensive understanding of recent research trends, theoretical

advancements, and the current issues and gaps in the domain (Curle et al., 2024; Fang & Baker, 2021). By this systematic approach, SLR promises that the emerging conclusions include reliability and relevancy. Given that the integration of WE into EMI is still scarce in terms of its theory and implementation, a systematic synthesis is well suited to expose gaps in empirical evidence and emphasizes the areas requiring conceptual alignment. In this regard, SLR does more than summarizing the existing research; it establishes a systematic groundwork for promoting the field toward more inclusive and context-sensitive EMI practices. The SLR procedures adhered to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines as proposed by Moher et al. (2009). To examine articles aligned with the inclusion, data extraction sheet was employed to log crucial information such as research goal, geographical setting, research methodology, and primary research findings from each of the article that complied with the inclusion standard. The review process of this study underwent systematic process involving four main steps named identification, screening, eligibility, and inclusion to dislodge bias and improve study rigor (Page et al., 2021).

## Data Analysis

### Identification Stage

There were three phases involved in identification stage. First, researchers searched scholarly articles published between 2014 to 2025 via Google Scholar using an aid from Publish and Perish application. Limitation of the articles' year of publication was meant to assure the focus of this recent research. In the second phase, the researchers used Boolean operators (AND, OR) and keywords to get the articles: "English-Medium Instruction," "World Englishes," "teacher perception," "student attitude," "ELF," and "higher education." Last, the researchers obtained 87 potentially pertinent articles from the search. 11 duplicate articles were removed and 9 irrelevant articles were dropped down. The remain 67 articles was continued for further screening. Details of initial search strategy are portrayed in Table 1.

Table 1  
Initial Search Keyword

| Topic                 | Search Terms   |
|-----------------------|--|
| EMI                   | "English Medium Instruction" OR "EMI"                                  |
| WE                    | "World Englishes" OR "WE" AND "Global English"                         |
| Teacher perception    | "teacher perception" OR "teacher response" AND "teacher point of view" |
| Students attitude     | "students attitude" OR "students response" AND "students feedback"     |
| English Lingua Franca | "English Lingua Franca" OR "ELF"                                       |
| Higher education      | "higher education" OR "university level"                               |

### Screening Stage

In this screening stage, the researchers reviewed the title and abstract of the 67 remained articles to ascertain their relevancies with the research focus. The articles that were irrelevant to English-Medium Instruction in higher education or World Englishes were excluded. As a result, the researchers removed 37 articles, and obtained 30 articles to be placed in evaluation stage. Vivid inclusion and exclusion are presented to ensure academic rigor and review's relevance. The inclusion and exclusion criteria are summarized in table 2 below:

Table 2  
Criteria of Inclusion and Exclusion

| Inclusion                       | Exclusion                                       |
|---------------------------------|---|
| Peer reviewed journal articles, | Non-proceeding paper or or non journal articles |

| Inclusion   | Exclusion                                     |
|---|---|
| conference proceeding paper                         |   |
| Articles written in English or Indonesian           | Articles written in other languages           |
| Articles published between 2014-2025                | Articles published before 2014                |
| Focus area are about WE and EMI in higher education | Focus area non WE and EMI in higher education |

### *Eligibility Stage*

The 30 articles endured fully reading to assure their alignments with the research focus. Articles were selected for the inclusion if they met these three fundamental criteria: focusing on higher education, dealing with English-Medium Instruction practices or perceptions and the implementation or perspective of World Englishes, or English as Lingua Franca (ELF). Further, this evaluation resulted exclusion of 8 articles due to their irrelevancies with this research's focus. Finally, 22 articles were set for next step.

### *Inclusion Stage*

The 22 retained articles set as a main database for this review. Only articles discussed about World English and English medium Instruction in higher education were selected. The articles came from different countries like China, Japan, Thailand, Vietnam, Turkey and some are from European countries. The studies mostly applied qualitative methods and used interview and observation to get data, while some others used mix-method design. The process of the article's selection was portrayed in the PRISMA flow diagram (Figure 1), that highlights four fundamental stages: identification process, screening process, eligibility process, and inclusion process. As mentioned previously, only 22 articles belonged to inclusion and to be analysed further.

To evaluate and extract data from the chosen articles, the researchers applied a structured coding framework. This adoption was considered based on principle adhered by SLR research design which is to obtain clear consistency and transparency (Snyder, 2019). While to ascertain reliability, two independent reviewers reviewed the findings through process of coding. Following the screening and coding, the researchers continued taking the phase by performing thematic synthesis to investigate continual pedagogical setups and voids over selected articles.

The conclusive selection uncovers that preceding research has largely stressed on linguistic and English-Medium Instruction's policy, leaving ideological, attitudinal, and pedagogical dimensions that related to World Englishes unaddressed (Curle et al., 2024; Fang & Baker, 2021; Galloway & Ruegg, 2020). Thus, this research analysed 22 chosen articles under these three main subjects: the challenges, perceptions, and pedagogical implications of world Englishes integration within English-Medium Instruction in the setting of higher education.

## **RESEARCH FINDINGS AND DISCUSSION**

### **Research Findings**

#### **General Overview of the Reviewed Studies**

After reviewing 22 chosen articles related to World Englishes integration within English-Medium Instruction, it uncovers an increasing amount of academic interest over the last ten years concerning on issue of English language variety and its impact in pedagogy area. The studies mostly ran in East Asia, Southeast Asia, Middle East, and Europe primarily concerned on the area of ideological challenges, institutional preparedness, and lecturers' students' viewpoints to ward English diversity. These studies are dominantly employed qualitative and case study design to investigate real-world experiences in EMI classroom,

while only a few used quantitative or mixed method approaches to investigate the connections between language competence, motivation, and effective teaching.

Table 3  
Reviewed Articles Distribution from the Lens of Subject Area

| No. | Focus of Analysis                                       | Number of Articles | Summary of Main Findings  |
|-----|---|--------------------|---|
| 1   | Challenges in Integrating World Englishes (WE) into EMI | 9                  | The main challenges include the dominance of <i>English-only</i> ideology, limited institutional support, gaps in language proficiency, and pedagogical difficulties in managing multilingual classrooms. |
| 2   | Lecturers' and Students' Perceptions of World Englishes | 7                  | Most lecturers and students show positive attitudes toward English language diversity, although biases toward native accents and fluency still persist.   |
| 3   | Pedagogical Implications of WE for EMI                  | 6                  | The integration of WE promotes the use of <i>translanguaging</i> strategies, the development of context-based curricula, and more inclusive intercultural learning practices.                             |

Table 3 presents that the reviewed studies mostly focus on the challenges of ideological and institutional toward World Englishes implementation, including the tension to manage *native-speakerism* norms, and insufficiency of institutional support in giving proper training. Nevertheless, it is proven by positive stance toward English diversity. The use of local language by lecturers as a teaching strategy is legit, while students gradually apprehend variative accent as an ordinary element in international communication. This change symbolizes the commence of a transformation paradigm in English-Medium Instruction (EMI) toward a more acceptable and context-sensitive methods. The reviewed articles distribution from various countries and areas can be seen in Figure 2.

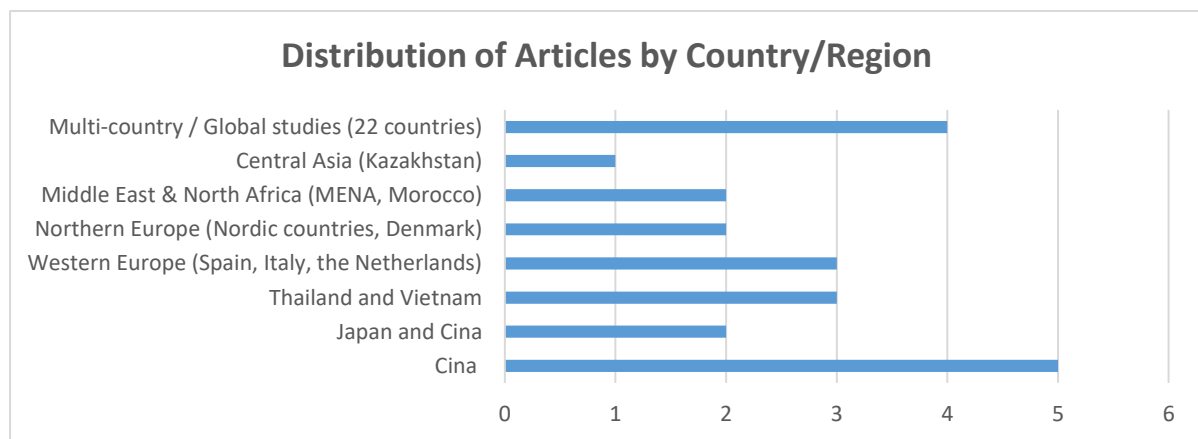


Figure 2. Distribution of Articles by Country/Region

From the data of articles distribution by countries or regions, there is a strong indication that research concentrated in Asian countries like China, Japan, Thailand, and Vietnam. This finding proves that World Englishes and English-Medium Instruction issues have such powerful impact in non-English speaking countries where higher education is growing globalized rapidly. The variation number of volume of articles publication across countries shows the growth of EMI at different rates. Asian nations tend to skew to challenges on policy and classroom practice, in contrast European countries put more emphasis on language policy and English and indigenous languages balancing. Meanwhile, the Middle East and central Asia have grown interests on institutional preparedness and lecturers' proficiency. Furthermore, a growing body of cross-national and international

research depicts an alteration from local to comparative and reflective research that relate ideology, regulation, and pedagogical aspects. This propensity explains that English-Medium Instruction and World Englishes discourse have expanded over language concerns and has developed into a larger debate on language justice and inclusivity in international higher education.

## Discussion

### *Challenges in Integrating World Englishes into EMI*

The analysis on 22 selected studies unfolds that there are four aspects of challenges in implementing World Englishes and English-Medium Instruction: ideological, institutional, linguistic, and pedagogical. From the lens of ideology, many institutions keep following the concept of *native speakerism* and the supremacy of native English rules (Fang & Baker, 2021; Yuan et al., 2024). Lecturers often deal with a dilemma in balancing communication using pure English and students' indigenous language skill (Hammou & Kesbi, 2023). This ideology triggers pressure between the globalization ideals and English-Medium Instruction multilingual-based practice (Curle et al., 2024). This situation brings intense consequences for individual identity and institutional practice. The tension to conform to native speakers rules and norms is impactful to the shaping of Non Native English Speaking Teachers' self-perception and personal identity. This aligns with (Yang & Forbes, 2025) finding in their research portraying that NNESTs got marginalized and troubled to confirm their skills and agency of native speaker ideologies. The absence of institutional support worsen this condition. This is strengthened by (Wang & Fang, 2020) in their research uncovering that institution's preference to employ Native-English Speaking Teachers causing devalue of local teachers and preserve linguistic imperialism. Undoubtedly, this practice degrades the quality of education and justifies superiority of native speakers over non-native speakers. This ideology aspect is indeed a substantial challenge due to its prevalent consequence on institutional decision-making, linguistic prospects, and successful English in academic setting definition. Coping these obstacles demands a transformation to more inclusive and context-aware policies that accentuate students' diversified English dialects and cultural and linguistics assets.

From the perspective of an institution, challenges happen due to regulation of *top-down* internationalization that get insufficient professional training and pedagogical support (Bai et al., 2025; Galloway & Ruegg, 2020). In university settings, internationalization is frequently portrayed in relation with cross-border mobility, rankings, and global competitiveness in universities environment. In consequence, EMI is often employed as a tactical mechanism to attract foreign students, improve institutional prestige, and adjust to universal academic norms. These policies are designed at the top level of ministerial without having any consent from involved parties like lecturers, coordinators of program, linguistics experts, resulted in EMI compliance-based oriented model. The lack of WE-based training program's accessibility, teaching sources, and teaching instructions broaden the gap between regulation and classroom activities. This agrees to research done by (Galloway & Ruegg, 2022; Lai & Indris, 2025) that found deficient supports in adopting EMI in higher education settings weaken the instruction quality and its outcomes. For example, Japan, China, and Morocco recount low networking and systems to support teacher implementing EMI in classroom practice (Curle et al., 2024; Galloway & Ruegg, 2020)

In linguistic point of view, disparity in language competence and students' anxiety concerning language fluency remains the biggest issue to concern to (Walkinshaw et al., 2020; Zhou et al., 2025). Students frequently encounter high cognitive tension when participating in EMI course with inadequate translanguaging support. This finding is supported by (William, 2022) in his study mentioning that when translanguaging support is

not available, students experienced cognitive tension rising due to frequently exchange languages without adequate scaffolding.

Seeing from the lens of pedagogy, challenges emerge when it comes to multilingual classroom management and translanguaging system implementation; something that is improper in many institutions (Tai, 2023). These challenges highlight the urgency to transform EMI pedagogy to a contextual and inclusive strategies that respect language variations. Nonetheless, evidence claims that major use of native language can help students to engage and comprehend more on the talk. This is in accordance with (Aizawa & Rose, 2020) in their research confirming that using native language helps students to get better comprehension and engagement to the content.

#### *Lecturers' and Students' Perceptions of World Englishes*

The research mostly discover that lecturers and students have various insights toward English diversity, despite positive acceptance of non-standard English variety grows bigger (Goodman et al., 2024; Hendriks & Meurs, 2022). There is an enlargement of acceptance of distinctive English local varieties as standard forms in English as an International Language (EIL) realms, in particular. This acceptance is shown through teachers' and students' positive response regarding these varieties, eventhough in some settings native norms are still favourable. Lecturers rich with international positive mindset and experience show more frankness toward English accent diversity and local languages practice in the classroom (Orduna-nocito & Sánchez-García, 2022). Global teaching experiences assist them in forging a nuanced understanding of cultural varieties and intercultural ability. This experience breaks stereotypes and promotes universal perspective to crucially appreciate linguistic varieties. The same thought was uttered by (Robinson, et al., 2024) in their research findings discussing high cosmopolitan-oriented lecturers are more open to non-native English accent. This indicates that universal experience and global mindset have contribution in enhancement of the english accent diversity acceptance. However, some lecturers still compare native-like fluency with professional skill (Jensen & Thøgersen, 2011). Integrating local languages in English-Medium Instruction classroom plays pivotal role in bridging communication gaps and promote a more inclusive learning environment.

On the other side, students are highly adaptable to intercultural communication. Exposing students directly to diversified cultures improve their adaptability. Working in the same field, (Ginzburg et al., 2024) confirmed that intercultural communication adaptation is highly personal and affected by age, language mastery, and personality. In addition, effective communication, cultural empathy and attitude resilience are essential to make intercultural adaptation reaches its success. Enhancing intercultural communication skill is beneficial for students to perform effectively in international society. This involves understanding cultural norms, doing good communication, and being fit in any conditions and interactions. For students, variations of accent and code-switching are not obstructions, rather they normally consider them as standard features of academic communication worldwide (Galloway & Ruegg, 2020). In Southeast Asia's research, particularly conducted in Thailand, Vietnam, and Indonesia, students accentuate comprehensibility over native-likeness within academic intercourses (Ahmed, 2025). This different insight underlines a gap between lecturers' purpose and students' real-world experiences. Therefore, it is essential for reinforcing World Englishes-based pedagogical literacy within English-Medium Instruction training programs for teachers to correspond instructional practices with the needs of students with various background of culture and language in higher education of global context.

#### *Pedagogical Implications for Teaching Practice and Curriculum Design*

The implications of integrating World Englishes into English-Medium instruction are significant within the field of teaching activities, curriculum construction and classroom

engagement. Some research (Fang & Baker, 2021; Schmidt-unterberger & Schmidt-unterberger, 2018; Song, 2019) put the emphasis on the relevance of a pedagogy decolonization that signifies English variation as valuable asset instead of digression. World Englishes-based strategies foster the intentional use of translanguaging to improve students' understanding and engagement, particularly in the area where English competency significantly different. Furthermore, the adoption of World Englishes into English Medium Instruction curriculum demands a transformation in its focus, from English as the orientation to English as an academic communication device (Galloway & Ruegg, 2020). It agrees with (Chan, 2020; Boonsuk, 2023) in their research highlighted the use of English varied varieties used worldwide helps students comprehend and value their different cultural background and dialects, fostering a more inclusive and realistic view of English employment. This strategy entails creating context-sensitive materials and provides training mainly focuses on both intercultural and cross-cultural communication capability for lecturers (Carmen & Elena, 2021). Some universities in Northern Europe have enforced these models in teaching via parallel language regulatory (Orduna-nocito & Sánchez-García, 2022), which compensate English and national languages use to manage process of globalization and local identity. These explain that incorporating World Englishes into English Medium Instruction embraces linguistic reformation at a small scale and pedagogical strategy to reach linguistic and social fairness in a space of global academic, at a broader scale.

#### *Synthesis and Future Research Directions*

The analysis thoroughly uncovers that adopting World Englishes viewpoint within English Medium Instruction is still globally unstable; however, the enthusiasm grows larger toward a more comprehensive paradigm. Research has evolved from the last twenty years, shifting from pure language studies to ideological and pedagogical investigations stressing on language neutrality and academic fairness.

Nevertheless, several gaps persist including the deficiency on clinical trial research on teacher training World Englishes based, lack of empirical proof of translanguaging effectiveness in formal setting of English Medium Instruction, and necessity of systematic curriculum models that explicitly incorporate World Englishes values into the program of English Medium Instruction. These gaps give chances for next research to plan and assess World Englishes-informed EMI pedagogies that foster inclusivity, equity, and intercultural comprehension in higher education.

#### **CONCLUSION**

The pedagogical, linguistic, institutional, and ideological aspects are profoundly linked. Commitment of ideology towards native speaker standards leads to the shaping of institutional policies functioning to determine valuable linguistics features that influence pedagogical practices. Effective EMI implementation requires fully integrated immersion to four dimensions. Partial solutions—like providing language support without assessment norms revisit—are dubious to gain successful outcomes. Acknowledging the depth and correlation of these challenges is a first step to develop globally competitive EMI with equitable linguistics and robust pedagogy.

The results suggest that the incorporation of World Englishes into English as a Medium Instruction still encounters several problems, especially especially the prevalence of native-speakerism, the insufficient lecturer training and institutional rules that are not yet completely promote language variety. Nonetheless, there is an increasing favorable trend among lecturers and students' views on English variation, with students showing increased acceptance of diverse accents and intercultural modes of communication. The incorporation of WE also bring crucial pedagogical implications, highlighting the necessity for greater inclusive methods through the employment of translanguaging techniques, the enhancement

of context-sensitive teaching resources, and the improvement of lecturers' intercultural skills. The application of WE in EMI expands beyond language skills; it signifies a significant attempt to establish learning environment that are equitable, thoughtful, and meet with the multilingual dynamics of higher education.

From these findings, some practical implications can be taken. Teachers are urged to shift from inner circle norms adherence to more globalized English varieties. This shift lessens the students' linguistic insecurity and reinforces students for active participation, particularly in EMI classroom. Moreover, teachers are suggested to integrate pedagogical strategies that literally discuss global English variations. This corresponds EMI with principles of English as a Lingua Franca that put more emphasis on meaning negotiation rather than native-like accuracy. Meanwhile, policy makers need to revise the framework of language policy. Policy makers should evade making EMI only as a media for international competitiveness based on native speakers standard instead promoting context-sensitive EMI models rather than top-down implementation. Therefore, future research related to the integration of World Englishes to English as medium Instruction should investigate Ethnographic and longitudinal studies to capture natural communication practices and fill the void between theory and practice by combining micro-level classroom evidence with macro-level policy analysis, focusing on how, under what circumstances and conditions, and with what outcomes that incorporation can be justifiably applied in the setting of multilingual higher education.

#### **FUNDING**

This study received no external funding.

#### **INFORMED CONSENT STATEMENT**

Participation in this study was fully voluntary. Before taking part, all participants were informed about the purpose of the study, the procedures involved, possible risks, and expected benefits.

#### **DATA AVAILABILITY STATEMENT**

The data used in this study are not publicly available because of privacy concerns and ethical responsibilities to protect participant confidentiality. This restriction follows research ethics standards and data protection rules. However, the data may be made available upon reasonable request for verification or further analysis. Any request will be reviewed carefully, and data sharing will only be allowed after approval from the relevant institutional ethics review board.

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